



# Professional Learning Package: Implementing Unit Starters

# PL Package Organization

PL Package:  
Implementing Unit  
Starters

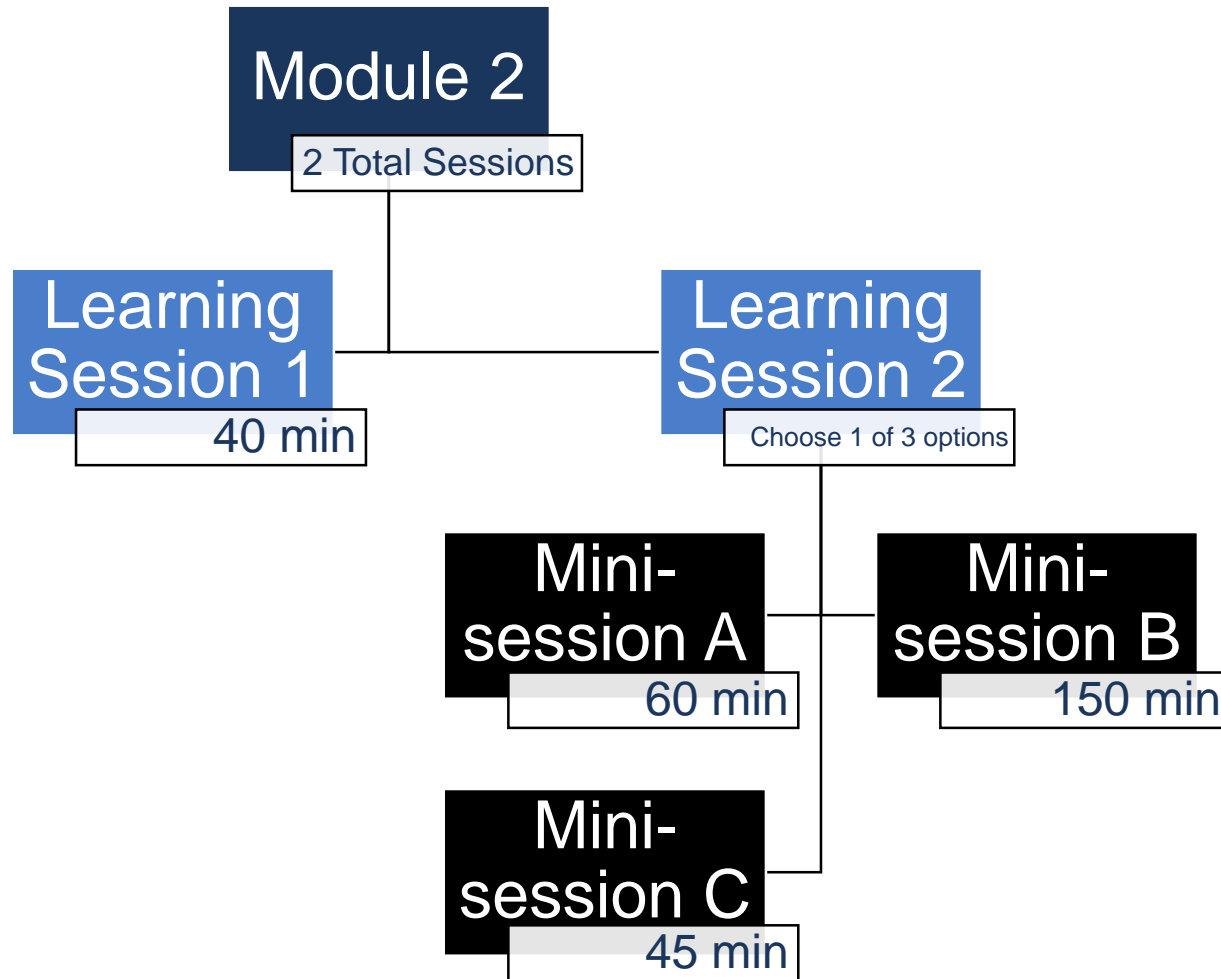
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graph TD; A[PL Package: Implementing Unit Starters] --- B[ ]; B --- C[Module 1: Preparing to Implement Unit Starters]; B --- D[Module 2: Refining Instruction with Unit Starters];
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Module 1:  
Preparing to  
Implement Unit  
Starters

Module 2: Refining  
Instruction with  
Unit Starters



# PL Package Organization



The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a thin blue horizontal bar.

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**Module 2:**  
**Refining Instruction**  
**with Unit Starters**  
*Learning Session 1*

# Module 2 Learning Sessions

Session	Guiding Questions
1	<ul style="list-style-type: none"><li>• What growth did students make as a result of engagement with the Unit Starters?</li><li>• What growth did I make as a teacher as a result of engagement with the Unit Starters?</li></ul>
2	<ul style="list-style-type: none"><li>• How can I refine my instruction moving forward?</li></ul>

# Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Keep students at the center.



# Learning Session 1

- Guiding questions:
  - What growth did students make as a result of engagement with the Unit Starters?
  - What growth did I make as a teacher as a result of engagement with the Unit Starters?

# Student Work Analysis

- Review the **end-of-unit tasks** that students completed. Choose three pieces of work that represent students who showed **significant growth** during the unit.
- As you consider these student work samples, discuss the following questions:
  - Which lessons contributed most to the knowledge these students built? Why?
  - What is next for these learners? What kind of knowledge or skills can these students deepen or apply in new ways?



# Student Work Analysis

- Choose three more pieces of work that represent students who showed **limited growth** during the unit.
- As you consider these student work samples, discuss the following questions:
  - What knowledge or skills did these students develop? How can this new knowledge and skill be built upon?
  - What kind of support do these students need? What knowledge or skills do these students still need to develop?

# Teacher Reflection

- What similarities were there between my instruction with the Unit Starter and the way I previously approached instruction?
- How did my instruction with the Unit Starter look and feel different from the way I previously approached instruction?
- What did I learn from teaching with the Unit Starter? Where did I grow as a teacher?
- What do I want to learn about next? Where do I want to continue to grow?

# Learning Session Summary

- In **Learning Session 1**, we addressed these questions:
  - What growth did students make as a result of engagement with the Unit Starters?
  - What growth did I make as a teacher as a result of engagement with the Unit Starters?
- In **Learning Session 2**, we will address these questions:
  - How can I refine my instruction moving forward?

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**Learning to  
Application**

# Learning to Application

Prior to our next Learning Session:

- Continue to reflect on the teaching and learning that occurred as a result of instruction with the Unit Starter. Specifically consider this question:
  - **What do I want to do next?** How can I take what I've learned from teaching with the Unit Starter and use it to strengthen my instruction moving forward?

# Now what?

- So you have taught a *Teaching Literacy in Tennessee* Unit Starter...What do you want to do next?
- Consider these options and mini-sessions for support:
  - **Mini-Session A:** Teach another *Teaching Literacy in Tennessee* Unit Starter
  - **Mini-Session B:** Plan using the Unit Starter and *Teaching Literacy in Tennessee* as a model
  - **Mini-Session C:** Incorporate strategies and ideas (e.g., interactive read aloud, an end-of-unit task, question sequences, etc.) from the Unit Starter into your regular instruction using the resources you already have
- Teams might decide to couple one of these options with a collaborative study of the additional classroom videos found with the Unit Starter PL Package materials found at [tn.gov/readtobeready](http://tn.gov/readtobeready).



*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**